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**MEASURING FEAR OF CRIME ON CAMPUS:  
A STUDY OF AN URBAN UNIVERSITY**

A Thesis

Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
requirements for the degree of  
Master of Arts

in

The Department of Sociology

by  
Cheryl Bedenbaugh  
B.S., University of Louisiana at Lafayette, 1992  
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## **ABSTRACT**

Since 1990, five federal laws and many state laws have been created to increase security on university campuses (Security on Campus 2000). These laws, which include provisions that require university police and administrations to accurately and openly report the school's crime statistics (Hudge 2000), have fueled an increased focus about crime committed on university campuses. The philosophy behind the open reporting laws is twofold: parents and students have the information necessary to help them make the best decisions on which college to attend, and students are armed with information so they can take necessary precautions to enhance their level of safety on campus (Bedenbaugh 1998:22). With an increased focus on campus crime and the requirement that universities report their crime statistics, it is important to pay attention to whether students are afraid of being victimized on campus. Knowing students' level of fear can help universities as they develop security measures and crime awareness campaigns.

Although research has been conducted about crime on university campuses, more emphasis should be placed on the causes of students' fear of being victimized while on campus. Warr and Stafford (1983:1040) studied the proximate causes of fear of crime and stated that their research is a "crude preliminary step toward understanding the proximate causes of fear of victimization..." They further stated that "a number of crucial questions remain unanswered," including whether the effects of perceived risk and seriousness are the same for various categories of the population. Although studies have been done on fear of campus crime, my study provides a comprehensive exploration of how demographic variables, routine activities, prior experience with victimization and perceived seriousness of crimes influence students perceived risk of being victimized, which affects their fear of being victimized on campus.

## **CHAPTER 1. INTRODUCTION**

Throughout the years, society has viewed university campuses as sanctuaries that were immune to the crimes faced by the larger society that surrounded them (Smith 1988:1). The “privileged sanctuary status” of university campuses began to diminish in the post-World War II era, when returning veterans used their G.I. Bill of Rights (Smith 1988:8). More people pursued college educations and more higher learning institutions were created (Smith 1988:8). New aspects of universities included part-time students, commuter campuses, and cooperative programs with industry and enrichment curricula (Smith 1988:8). “With the wall between academe and the world outside disintegrating, inevitably the problems of the larger culture have begun to intrude upon the academy,” according to Smith (1988:8). In the 1980s, concern increased about criminal activity, safety and security on university campuses (Department of Education 1997). A number of high profile violent crimes on college campuses changed the perception that universities are a safe haven for students (Smith 1989:1).

As a result of the intrusion of the larger culture, as well as a lack of awareness of students and parents about the extent to which crimes actually occur on university campuses, many students have become victims of campus crimes (Carter 1999). According to statistics of the U.S. Department of Education, about 50,000 violent and property crimes are reported annually on university campuses (Carter 1999). However, other studies show that the number of crimes could exceed 200,000 (Carter 1999).

Howard and Connie Clery’s daughter, Jeanne, was one of those victims of campus crime (Bedenbaugh 1998:6). Jeanne was suffocated, strangled, cut with a broken bottle, raped and sodomized in her dormitory room at Lehigh University in Bethlehem, Pennsylvania (Bedenbaugh 1998:6). Ironically, she wanted to attend Tulane University, but the murder of a

student near the campus caused her family to encourage her to attend Lehigh, an 80-minute drive from the family's home (Bedenbaugh 1998:6). During the trial of the suspected offender, the Clerys heard stories from others who had experienced crimes on college campuses.

Those stories, coupled with Lehigh's lack of cooperation and openness, prompted the Clerys in 1987 to create Security on Campus, a national non-profit organization dedicated to the prevention of crimes on college campuses (Bedenbaugh 1998:6). The organization has lobbied for federal and state laws to help make campuses safer and to help ensure open reporting by universities of their crime statistics (Bedenbaugh 1999:12). One of the primary goals of the organization is to promote awareness about crimes that occur on college campuses, as well as to promote the awareness that campuses are not the safe haven that many people seem to think they are.

### **1.1 Statement of Problem**

My study explores fear of crime from the perspective of a unique segment of the population: students. My research enhances the research that has been done on the topics of fear of crime and crime on campus in several ways. First, it measures students' level of perceived risk by taking into consideration demographic variables, routine activities theories, prior experience with victimization and perceived seriousness of crimes. Taking that a step further, my study tests Warr and Stafford's (1983) research about the proximate causes of fear of crime and applies it to the university student population. In addition, my research explores how one segment of the population differs or is similar to a larger population in its attitudes toward fear of crime.

With my research, I seek to answer the following questions: How afraid are students of being victimized while on campus, and what factors contribute to that fear of crime or lack thereof.

My research and its results will have several contributions, including:

- By knowing the level of fear that students experience, universities can determine the best approach to making their student population feel safer.
- Further research could be conducted to study whether students' fear of crime is related to their awareness of crime, and whether that awareness of crime reduces the possibility of victimization.
- Urban college campuses are communities with their own set of norms and regulations, and some have populations comparable to the size of small towns and cities. Studying fear of crime within those communities can provide more insight into fear of victimization in small units, such as neighborhoods, or larger units, such as cities.

## **CHAPTER 2. REVIEW OF LITERATURE**

When researching fear of crime on campus, it is important to know what factors contribute to fear of crime overall, as well as what factors cause students to fear being victimized while on campus. For my review of existing literature, I examined research that has been conducted in the following areas: fear of crime, including a look at research that pertains to how routine activities relate to fear of crime; perceived risk and perceived seriousness of victimization; and fear of crime specifically on college campuses. Following my literature review, I will present my hypotheses.

### **2.1 Fear of Crime**

Fear of crime was an emerging social problem in the 1960s, when President Lyndon B. Johnson told legislators that “crime – and fear of crime – has become a public malady” (McConnell 1997). Since the 1970s, when the data on fear of crime became available through the General Social Survey and the National Crime Survey, fear of crime emerged as a significant research issue (Ferraro 1996). Since then, many studies suggest that people’s fear of crime is not proportionate to the likelihood that they will be victimized (Liska, Lawrence, Sanchirico 1982). For example, research has demonstrated that women are more afraid of being victims than men, even though men are more likely to become victims (Ferraro 1996). As a result, much research on fear of crime has focused on demographic variables as predictors of this fear of victimization (Liska et al. 1982).

Liska et al. took a different approach in their 1982 study. Instead of focusing on demographics, they considered fear of crime as a social fact that varies across physical locations, such as cities (Liska et al. 1982). In their study, the researchers argued that whites and non-whites between cities are influenced by different factors that affect each group’s fear of crime.



For whites, they expected to find that fear of crime between cities would be affected by population size, crime rates, percentage of non-whites and segregation. In addition, they expected to find that non-whites' fear of crime between cities would be influenced by population size, crime rates, percent nonwhite and segregation. As their dependent variable, they looked at fear of crime at night, rather than during the day.

In their results, the researchers concluded that fear of whites and nonwhites is influenced by different structural characteristics of cities, as well as the racial composition of cities. Further, fear of crime in whites is influenced by property crime rates and interracial victimizations on whites, whereas fear of crime in nonwhites is influenced by population size, segregation and percent nonwhite.

The researchers state that their study takes "an initial step" by examining fear as a social fact instead of an individual fact. I believe that my study also takes an initial step. Just as Liska et al. considered fear of crime between cities, my study can be explored further between universities in a variety of categories: urban and suburban, southern and non-southern, large and small, and public and private.

Other studies conducted on fear of crime focused on the effect that the media has on fear. Heath and Gilbert (1996) determined that the media has some effect on people's fear of crime, but that effect is influenced by a variety of factors, including the sensationalism or randomness of the crime and the characteristics of the audience.

In addition, fear of crime as it relates to routine activities and environment is a significant research area. Routine activities theories consider the idea that crime is dependent upon the opportunities presented by people's everyday activities (Osgood, et al. 1996:635). According to Warr (1990), the most frequently addressed issue about fear of crime is examining who is afraid

of being victimized. In addition, researchers have focused on “the degree to which different crimes are feared,” Warr (1990) states. While these research areas are important, Warr (1990) argues that knowing what aspects of a person’s environment cause him or her to be afraid of becoming a crime victim is important. When considering this issue, a significant variable in causing fear is novel or unfamiliar environments (Warr 1990). Warr cites several ways in which novel environments provoke fear, and he states, “If the novelty thesis is correct, then it follows that much of the world is potentially frightening, if only moderately so, to individuals.” Warr also argues that the effect of novelty is not limited to novel environments, but also the appearance of unfamiliar people or items in a familiar environment. As part of this theory, Warr contends that people only “master” a small portion of their environments, particularly their neighborhoods, work or school. In his study, Warr considers a few elements: darkness, the presence of others and novelty.

My research poses an interesting question with respect to Warr’s novelty theory. The majority of students in my study were freshmen at the time of taking the survey. According to the theory, freshmen are naturally in a new environment with many new faces and opportunities. However, they also are in a more enclosed environment that people often assume is safe. Therefore, an issue to be explored in my study is whether the novelty of being a college student affects students’ fear of crime, or whether the seemingly secure environment of a college campus dispels those fears.

Another area of research about routine activities focuses on whether people live in or near an area with large populations of potential offenders (Robinson 1998). Since students primarily prey upon other students, all students are at risk of being victimized by the people they associate with (McConnell 1997). Osgood et al. (1996) studied whether 10 to 26 year olds who spend

more time in unstructured socializing activities engage in deviant behaviors more frequently. Research shows that people who spend more time with friends than those who spend less time with peers engage in deviant behavior more often (Osgood, et. al 1996:639). However, Osgood et al. discovered that spending time relaxing alone, instead of engaging in other activities, is associated with higher levels of deviance. In addition, participating in community affairs and doing work around one's home were associated with lower levels of deviance. Overall, the researchers concluded that socializing with peers is closely related to deviant behavior, but only when specific plans were not made or when someone was not participating in a structured event, such as a sporting event (Osgood, et. al 1996:651).

## **2.2 Perceived Risk and Perceived Seriousness of Victimization**

When people think of fear of crime, it seems obvious that they must perceive that they are in danger of being victimized (Warr and Stafford 1983). As an example, when a serial killer is stalking victims, people's fear of being victimized is heightened because they may perceive themselves to be more at risk than when crimes seem more random in the community. Ferraro (1996) supports this theory by examining the idea that sexual assault might serve as the "master offense" for women, which increases their fear of being the victim of other crimes. According to Ferraro (1995:7) any scientific approach to understanding fear of crime should pay close attention to risk interpretation processes.

However, Warr and Stafford (1983) point out that it is important to measure perceived risk independently of fear. In their article, they analyze the degree of fear that is brought about by several offenses, as well as develop a model of the proximate causes of the fear of victimization.

The researchers contend that fear is high if perceived risk and the seriousness of the offenses are both high, but it is low if either perceived risk or the seriousness of the crime is low. The study's findings support this contention, with, for example, murder ranking high on perceived seriousness, but only 10<sup>th</sup> on fear, because the perceived risk of murder is very low.

The researchers conclude their article by stating that they hope their research will encourage investigators to examine the proximate causes of fear. They state that unless more research is done on the proximate causes of fear, programs designed to lessen fear could continue without any firm basis.

Along with Warr and Stafford's research, another study that addresses perceived risk is "Fear of Criminal Victimization and Residential Location: The Influence of Perceived Risk." Bankston, Jenkins, Thayer-Doyle and Thompson (1987) studied the influence that perceived risk of victimization has on fear of crime. Specifically, the article considers how perceived risk varies between types of residential locations. The consideration of how residential location affects perceived risk is an important factor for my study for two reasons: first, a university campus is the equivalent of a city or a neighborhood for many people, regardless of whether they live on campus; and second, whether students live on campus or off campus may affect their perceived risk, as well as their sensitivity to their perceptions.

The study analyzes how people from different residential locations – rural farm, rural non-farm, small city and large city – view their perceived risk of 16 offenses, ranging from property offenses to violent crimes. The results show that overall fear slightly but systematically increases across the categories of residential location, beginning with rural farm, except in the categories of fear of being hit by a drunk driver and fear of being harassed by obscene phone calls, which reverses the trend. The article states that the answer to the question, "Does fear of

victimization vary between residential categories?” is a weak affirmative answer. Regarding the study’s second question, “Is there a difference in the sensitivity to perceived risk between these population categories,” the answer appears to be that the rate of expected increase in fear indicates differences in the sensitivity to risk for several offenses.

The study states that factors such as rapid growth or media coverage of crime may influence perceived risk, instead of actual rises in crime. In addition, regular exposure to crimes may make people less sensitive to their risk of being victimized.

Along with the research that has been conducted on perceived risk, Ferraro (1995) developed a model of fear of crime that includes ecological, or macro, traits and personal, or micro traits. According to Ferraro, both ecological and personal characteristics affect neighborhood traits and perceived risk, both of which affect behavioral adaptations and fear. In his study, Ferraro found that people are “fairly realistic in digesting the mountains of information regarding victimization and interpreting their risk.” He states that while some researchers have argued that fear of crime is more serious than crime itself, he discovered that the opposite is true. “Fear of crime is a symptom of a society rife with victimization ranging from child abuse to consumer fraud,” he states. Ferraro also concludes that people under twenty-five years of age are more afraid of crime than older people.

In addition to considering how perceived risk relates to people’s fear of crime, perceived seriousness of the crime also has to be considered (Rountree and Land 1996). Similar to research on perceived risk, the literature on perceived seriousness addresses people’s prior experiences and knowledge as a basis for their perceptions of the seriousness of particular crimes. Blumstein (1974), in his comparison of the FBI Uniform Crime Reports and the Sellin-

Wolfgang indexes in how they weigh the seriousness of crimes, notes that one of the strongest criticisms of the UCR index is that it does not account for the seriousness of the offenses.

Nagao and Davis (1980) explores the effects that prior experience has on mock case judgments and discovered that prior experience affects the verdict of people reacting to a later event. In a look at perceived seriousness of two crimes – rape and vandalism, as expected, respondents perceived that the rape victim in the cases suffered more than the vandalism victim.

### **2.3 Fear of Crime on Campus**

Campus crime has become a more significant area of research, with much of the literature focusing on specific areas such as binge drinking, whether university police should carry weapons, overall commentaries about the problem of campus crimes, handbooks for administrators or case studies of specific crimes that occurred either on college campuses or by university students off campus.

In addition, research has been conducted on fear of crime on a university campus, with one such study being “Fear of Crime on Campus: A Study of a Southern University.” For this paper, McConnell (1997) examined characteristics of students who expressed that they were fearful of crime and the places and activities on campus that generated that fear. Independent variables included characteristics such as race, age, sex, class schedule, participating in campus activities, academic classification and hometown size. The dependent variable, fear of crime, included 17 measures of fear of crime among students.

The results of the study were as follows:

- A majority of the sample expressed marginal levels of fear with regard to being alone on campus during the day.
- More students reported higher levels of fear about being alone on campus at night.

- 20 percent of the sample reported that they were afraid to walk alone on some areas of campus during the day.
- 66 percent of the respondents reported that they were afraid to walk alone on some areas of campus at night.
- Gender was statistically related to all of the fear of crime measures.
- Although prior victimization and respondents' hometown were related to several of the fear of crime measures, the relationships were "extremely weak."

A second survey that was conducted about fear of crime on campus originally was being conducted to determine fear variables of criminology and non-criminology majors; however, a violent crime on campus caused the researchers to look at fear variables in criminology and non-criminology students both before and after the serious crime took place.

In their study, del Carmen, Polk, Segal and Bing III (2000), surveyed 186 students before the violent crime occurred and 374 students following the crime. The results of their study were as follows:

- 94 percent of the respondents reported locking their cars to prevent crime.
- 15.5 percent were fearful of being the victim of a violent crime while they were on campus alone during the day, while 68.1 percent were afraid of being the victim of a violent crime at night.
- 71.3 percent said they believe that the buildings on campus are crime free.
- 26.6 percent of the students said their fear affects class scheduling decisions.
- Criminal justice majors had reduced levels of fear compared to non-majors.
- Before the sexual assault on campus, 31.7 percent of the respondents feared violent crime, while 41.2 percent feared violent crime following the assault.

- More than 55 percent of females feared violence, where as 14 percent of males feared violence.

del Carmen et al. state that while their study contributes to the research that has been done on campus crime, more work needs to be done in the area of fear of crime on campus.

Along with studies about fear of crime on campus, students' perceived risk of being victimized have also been explored by researchers. Sloan III, Lanier and Beer (2000), who researched issues related to community oriented policing on college campuses, argue that to properly serve the needs of the university community, campus police "must be cognizant that members of the campus may have high levels of fear and/or perceived risk of victimization..."

Sloan et al. (2000) point out that several characteristics of campus crime dominate the research on crime on university campuses, all of which have implications for campus policing. These characteristics include:

- Students commit violent acts against other students.
- Property crimes occur on campus more frequently than personal crimes.
- Alcohol is a significant factor in campus crime.
- University campuses have "hot spots" for crime, as well as "hot times" for criminal activity.

### **2.3.1 Responses to Crimes on Campus and Fear of Victimization**

Violent crimes that occur on campus, and which are spotlighted by the media, leave people with the idea that universities are becoming increasingly more dangerous (Fisher 1995:85). As a result, legal, legislative and administrative actions have occurred to respond to victimizations and fear of crime on campus (Fisher 1995). Fisher explored these responses, as well as the history of university liability for crimes that occur on campus. According to Fisher,



the legal system has responded to campus crime by making universities liable for “foreseeable crime on their campuses.” In addition, Congress and state legislatures have responded by requiring universities to report openly their crime statistics. Finally, university administrators have responded by implementing crime prevention programs and educating students about victimization. Fisher (1995) reported that in addition to crime occurring on campuses, risk and fear factors have influenced university administrators’ response to crime. For example, numerous universities have installed or updated emergency telephones or alarms that are available to students on both isolated and well-traveled areas of campus. In addition, universities are implementing the principles of community-oriented policing.

Although Fisher explored the responses, she states that “very little is known about the impact of these responses on campus crime, risk, or fear.” According to Fisher, without this extensive research on campus crime, including the effectiveness of campus crime prevention and education programs, we will have “only a glimpse” of crime on campus.

### **2.3.2 Causes of Student Victimization**

Although various programs have been implemented to make students aware of campus crime and laws have been passed to require open reporting of crime statistics by universities, little is known about the nature and causes of student victimization (Fisher et al.1998:672). To study causes of victimization, Fisher et al. (1998) explored research that has been conducted on how demographic and routine activity characteristics affect risk of victimization. Although there has been differing support for these theories, there is reason to support the ideas that demographics and routine activities of students increase their risk of being victimized, according to Fisher, et al. The study conducted by Fisher et al. uses a nationally representative sample of students and measures student victimizations, which occurred both on campus and off campus,

during a single school year. According to the researchers' results, 37 percent of the students were victimized at least once during the school year, with 23.7 percent victimized at least once on campus during the same timeframe. Simple assault was the most common type of violent crime, although sexual assault was also a prevalent crime. In addition, personal larceny without contact was the most frequent victimization among property crimes.

Overall, Fisher et al. determine that while campuses are not "ivory towers" that protect students from victimization, they are also not "hot spots" for predatory crimes. University campuses should not "be reduced to naïve stereotypes...but instead should be studied to see what kinds of victimization are more or less characteristic of this domain," their conclusion states. The researchers also state that violent victimization decreased by students attending a crime prevention seminar. By making students more aware of crime, they can help prevent themselves from being victims of crimes.

### **2.3.3 The Campus Security Act**

Some literature on campus crime focuses primarily on the Crime Awareness and Campus Security Act of 1989 and its implications for universities. It is important to recognize this literature while studying fear of crime, because the campus security act can contribute to administrators' decisions to establish or enhance security and awareness programs. Hudge (2000) discusses the changes that have been made to the act throughout the years, including the requirements that universities report hate crimes, violence against women, student disciplinary records and binge drinking. Hudge reports that the Campus Crime Disclosure Act of 1998 allows the secretary of the U.S. Department of Education to impose a penalty not to exceed \$25,000 for each violation of the law. Although the penalties seem large for infractions, "they are nothing compared to the sort of verdicts which can be achieved in a premise security

lawsuit,” states Hudge. University security officials should conduct a detailed review of the act to ensure that the campus is complying with the law (Hudge 2000:27). While conducting such a review, university officials should also give credence to students’ level of fear and perceived risk of victimization. By following the requirements of the law and taking into consideration students’ concerns, campus security officials can develop a comprehensive plan to address campus crime and promote awareness, according to Hudge.

## **2.5 Hypotheses**

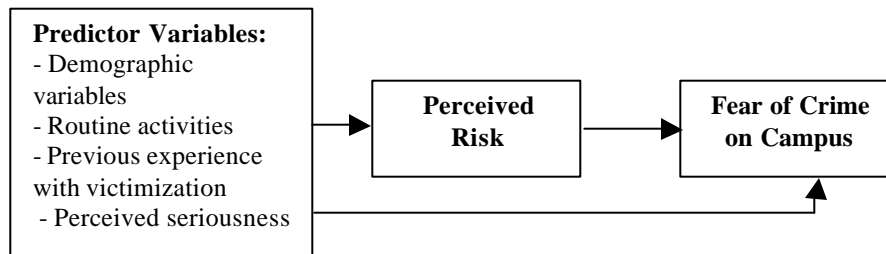
When I conducted my research, one of the findings that I expected to discover is that female students would express the strongest fear of crime, even though they are less likely to be victims (McConnell 1997). Research shows that people who are least likely to be victimized report the highest levels of fear, whereas people who are most at risk report the lowest levels of fear (Bursik, Grasmick 1993:91).

In addition, I expected to find that people who have been victimized or who have relationships with others who have been victimized will express more fear. “...Victimizations that occur outside one’s extended network of relationships are unlikely to be given serious consideration when a person evaluates his or her risk of victimization and, by extension, should only be weakly related to the fear of crime,” according to Bursik and Grasmick (1993:97).

My hypotheses about fear of crime on campus are:

1. Demographic variables will influence students’ fear of crime on campus directly and through perceived risk of victimization.
2. Students’ routine activities that expose students to greater victimization will increase students’ fear of crime on campus directly and through perceived risk of victimization.

3. Students who have been victimized or who know someone who has been victimized will perceive their risk of being victimized as greater than students who have not been victimized or who do not know anyone who has been victimized. This experience will influence students' fear of crime on campus directly and through perceived risk of victimization.
4. High levels of perceived seriousness of crimes will increase students' fear of crime on campus directly and through perceived risk of victimization.
5. High levels of perceived risk will be associated with high levels of fear of crime on campus.



**Figure 1: Predicting Fear of Crime on Campus**

## **CHAPTER 3. METHODS**

I conducted my research at Louisiana State University as a representative of urban universities. With my survey, I sought to measure students' fear of crime on university campuses and what contributes to their fear. I was primarily interested in learning what factors directly influence fear, and what factors contribute indirectly to fear through students' perceived risk of victimization. The campus boundaries include those that are determined by federal law, including off-campus fraternity and sorority houses and all public property, such as streets and sidewalks, within the campus and immediately adjacent to it.

I will explain my methods in four main sections: data collection, predictor variables, dependent variables, and the strengths and weaknesses of the method.

### **3.1 Data Collection**

To collect data about students' fear of crime on campus, I distributed a survey in general sociology classes with permission from instructors. By taking the sample from general sociology classes, I expected to find a cross section of students from various disciplines, since general sociology is a requirement or an elective for several fields. Please see Appendix A for a copy of the survey.

To test the validity of the instrument, I distributed the surveys to one class of students in the fall of 2001. In the spring semester of 2002, I conducted my full survey. I visited each class, gave a brief description of what I was doing, and distributed the surveys. The survey states that students should not include any identifying marks on the document, and I also emphasized the importance of remaining anonymous when I addressed the students. I remained in the class until all of the surveys were turned in.

Following my data collection during the spring semester, a serial killer began stalking and murdering females living near the campus. As a result, I did not pursue any more data collection, because I did not want the results from collecting data in the pre-violent crime environment to be skewed by the obvious levels of fear that students were experiencing in the post-violent crime environment. It is imperative that I emphasize that there is every reason to believe that the same study conducted following the crimes at Louisiana State University would yield different results. While no scientific research was conducted on students' level of fear following the emergence of the serial killer, precursory observations would lead one to conclude that levels of fear were much higher now than they were at the time my study was conducted. This strong possibility of increased fear points to the possibility of further research on the topic of fear of crime on campus – that of fear of crime in the post-violent crime environment.

In my survey, I asked a variety of questions to determine students' level of fear of being the victims of campus crime and to determine what factors contribute to that fear. The first set of questions is geared toward gathering demographic information and learning about students' routine activities.

The second set seeks information about students' previous experience with victimization, including whether they were the victims of a list of specific crimes and whether they know people who were victims of the same list of crimes. The next main set of questions asks students to rank their fear of specific crimes on a scale of 1 to 10, with 10 being the highest.

Following the questions that ranks students' fear of victimization, they were asked to rank their perceived risk of being the victim of the same crimes on campus and their perceived seriousness of each of those crimes, with both sets using the same scale of 1 to 10. The list of on-campus crimes include being raped or sexually assaulted, being beaten, having someone

break into a dorm or apartment while the student is at home, having some break in while the student is away from the residence, being mugged, having something stolen while the student is in class, having something stolen while the student is in the library, having a car stolen, having a car vandalized, being threatened with a knife, club or gun, being murdered, or being the victim of any other crimes.

In addition to the aforementioned topics of questions, a variety of miscellaneous questions were asked, including whether students carried self-protection devices and whether they checked campus crime statistics before attending LSU. Since the survey was conducted close in time to the terrorist attacks of Sept. 11, 2001, it included questions to find out whether those events influenced students' fear of crime on campus.

### **3.2 Predictor Variables**

My predictor variables can be divided into five main areas:

- Demographic information, such as gender, race, classification, GPA and whether the student is a campus resident or non-resident. These variables were used to predict fear of crime directly and fear of crime indirectly through perceived risk of victimization.
- Routine activity information, such as the student's involvement in and attendance at activities on campus. Routine activities of students are a significant part of the research, since they affect students' lifestyles. These variables were used to predict fear of crime directly, and fear of crime indirectly through perceived risk of victimization.
- Prior experience with victimization, including whether a student was victimized or knew someone who was victimized, and whether those victimizations occurred on

campus. These variables were used to predict fear of crime directly and fear of crime indirectly through perceived risk of victimization.

- Students' perceived seriousness of a variety of personal and property crimes.

These variables were used to predict directly fear of crime of these specific crimes on campus, as well as fear of these specific crimes indirectly through perceived risk of the same crimes.

- Students' perceived risk of the same list of personal and property crimes. These variables were used to predict directly students' fear of specific crimes on campus.

### **3.3 Dependent Variables**

For my final analysis, I ran two sets of models for females and two sets of models for males. The first set shows the demographic, routine activity, prior victimization and perceived seriousness predictor variables against the dependent variable of perceived risk of being the victim of specific crimes on campus. The second set shows the demographic, routine activity, prior victimization, perceived seriousness and perceived risk predictor variables against the dependent variable fear of crime on campus.

Within each set of models, I looked at specific crimes and how they affected the dependent variable. For example, when considering the crime of rape, the first set shows how demographic variables, routine activity variables, prior experience with rape and perceived seriousness of rape affects the dependent variable of perceived risk of being raped or sexually assaulted on campus. The crime of rape was the only crime that I did not run models for males as well as females. The second set shows how demographic variables, routine activity variables, prior experience with rape, perceived seriousness of rape and perceived risk of being raped on campus affect fear of being raped on campus. I built the same models for each of the crimes that



I asked questions about in my survey. I used path analysis models for my presentation of results because it was an efficient way to summarize and analyze the effects of my large number of variables.

### **3.4 Strengths and Weaknesses of the Method**

My research instrument and method has several strengths and weaknesses, both of which I will discuss in this section.

#### **3.4.1 Strengths**

One of the strengths of my method is that my instrument of measuring fear of crime on campus is thorough, and it allows students to think in-depth about being victimized. A simpler survey could have yielded different results, since students would not have been asked as many detailed questions.

Another strength of my method is that my sample is a random, cross-representation of students at LSU. Because many disciplines require general sociology classes, I achieved a cross-representation of students of different majors, which also could mean a variety of perspectives on crime. In addition, I achieved a strong balance of male and female students.

A third strength of my method is that studying students at LSU allowed me to have easier access to subjects than if I tried to conduct the study at another university. By confining my study to the LSU campus, I am able to make inferences about student fear and perceived risk on other urban campuses.

Finally, conducting a written survey allowed me to have access to many students in a short amount of time. Therefore, I was able to achieve results without too much of a time constraint.

### **3.4.2 Weaknesses**

While conducting the surveys in general sociology classes is a strength, it was also a weakness, because I only reached those students whose field of study requires credit in a general sociology class. In addition, because my sample included only daytime classes, I missed an older student segment that would have been more likely to be attending night classes.

Another weakness is that written, anonymous surveys do not provide the opportunity to follow up on answers, or to go any more in depth than the survey allows. To counter this potential weakness, I sought to make sure that my survey questions probed enough to get in-depth information.

A fourth weakness with my survey is that I did not ask a question about prior experience with murder, so that set of variables was eliminated from those models.

Finally, in the months following my administering of the first 300 surveys, reports of a serial killer in the Baton Rouge area began to emerge. While conducting the survey following these reports would have provided me with a look at fear before and after the occurrence of violent crimes, time constraints prevented me from doing so.

## **CHAPTER 4. RESULTS**

### **4.1 Demographic Overview**

Of the 305 students who completed surveys, 303 were considered valid because two respondents did not answer the question of gender. Since I ran models based on males and females, surveys that did not specify gender were disregarded. Of the 303 valid surveys, 60 percent are women and 40 percent are men. In addition, 12.5 percent are African American, 5.0 percent are Asian, 1.7 percent are Hispanic, 79.2 percent are white, 1.3 percent are listed as “other,” and .3 percent are listed “missing.” I recoded the race variable into white and non-white for my analysis. The age range of respondents is 18 to 43, with the mean age being 19.44. Because there is little variation in the age range of students, with 87.1 percent falling into the 18 to 20 range, I excluded this demographic variable from my analysis. Another reason for this exclusion is that Ferraro (1995) shows in his research that fear is higher among people who are under 25 years old.

Students’ grade point averages and majors yielded the widest distributions of the demographic variables. A small percentage, 2.7 percent, of respondents had GPAs ranging from 1.25 to 1.94. The other respondents fell between the range of 2.0 and 4.0, with the largest percentage, 16.1, having a 3.0 GPA. For major area of study, at least 60 different majors were listed, making major too broad of a demographic variable to consider in my analysis. Finally, 38.4 percent of the respondents lived on campus and 61.6 percent lived off campus, either alone, with a roommate or with family. Table 1 displays the demographic overview of my sample.

### **4.2 Routine Activities Overview**

Table 2 displays the routine activity variables that I used in my study. Two of my routine activity variables focus on respondents’ work activities. Out of 303 surveys, 224 respondents

indicated that they work, with 25.6 percent of them working on campus. Students whose responses showed that they work both on campus and off campus were coded as working on

Table 1: Sample Characteristics

Variable	N	Percentage
Gender		
Male (0)	120	40
Female (1)	183	60
Race		
African American (0)	38	12.5
Asian (0)	15	5.0
Hispanic (0)	5	1.7
White (1)	240	79.2
Other (0)	4	1.3
Classification		
Freshmen (1)	212	70.0
Sophomores (0)	48	15.8
Juniors (0)	30	9.9
Seniors (0)	12	4.0
Other (0)	1	.3
Marital Status		
Single (1)	278	91.7
Married (0)	7	2.3
Divorced (1)	2	.7
Widowed (1)	1	.3
Cohabiting (0)	15	5.0
Grade Point Average		
Mean = 3.02		
Range = 1.25-4.0		
SD = .56		
Age		
Mean = 19.44		
Range = 18-43		
SD = 2.56		

Table 2: Routine Activities

Variable	N	Percentage
Number of Days in Class		
2	31	10.2
3	13	4.3
4	27	8.9
5	218	71.9
Class Time		
Day and Night (1)	91	30.7
Day (0)	205	69.3
Walk Alone on Campus During Day		
Yes (1)	296	97.7
No (0)	7	2.3
Walk Alone on Campus at Night		
Yes (1)	177	58.4
No (0)	123	40.6
Transportation Around Campus		
Drive/Ride with Friend (1)	147	48.5
Walk/Ride Bike/Ride Bus (0)	156	51.5
Attend On Campus Activities		
Yes (1)	255	85.0
No (0)	45	15.0
Participate in On Campus Activities		
Yes (1)	126	42.3
No (0)	172	57.7
Work On or Off Campus		
On Campus/Both (1)	58	25.6
Off Campus (0)	166	73.1
Work Time		
Night/Day (1)	123	54.2
Day (0)	100	44.1

In addition to work activities, the survey included questions seeking information about students' class and transportation habits. The majority of respondents, 71.9 percent, said they attend classes five days a week. In addition, 91 respondents, or 30.7 percent, said they take both day and night classes. To get from one place to another on campus, 147 respondents, or 48.5 percent, said they either drive or ride with a friend, and the remainder of the respondents either walk, ride the bus or ride a bike on campus. If a respondent answered that he or she both drives or rides with a friend and walks, rides the bus or rides a bike, I categorized them as driving. Regarding walking on campus, 97.7 percent of respondents said they walk on campus alone during the day, compared with 58.4 percent who walk alone at night.

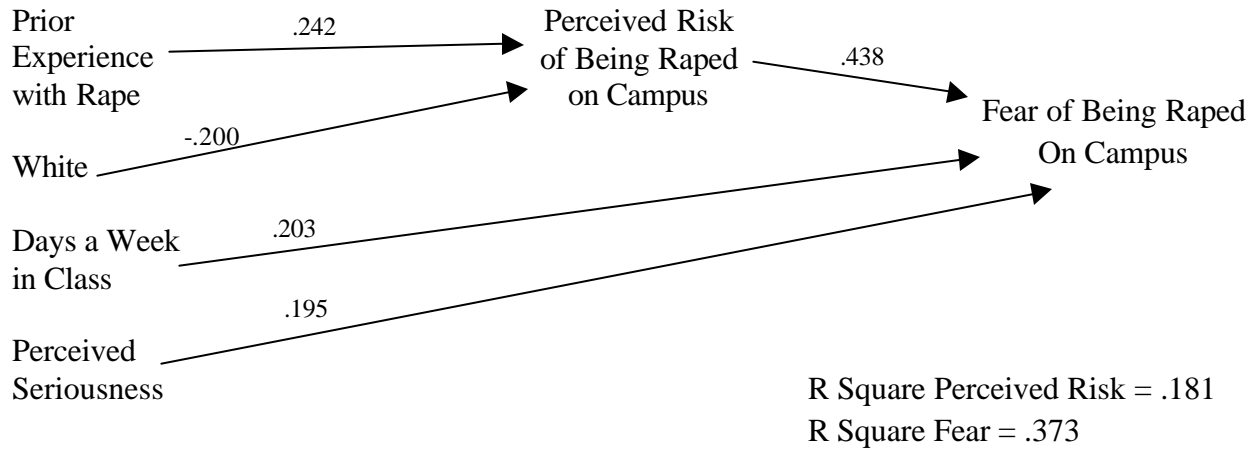
Finally, whether respondents either participated in or attended school activities were considered as routine activities. Regarding attendance, 85 percent of respondents said they attend school activities and 42.3 percent said they participate in campus activities.

#### **4.3 Models**

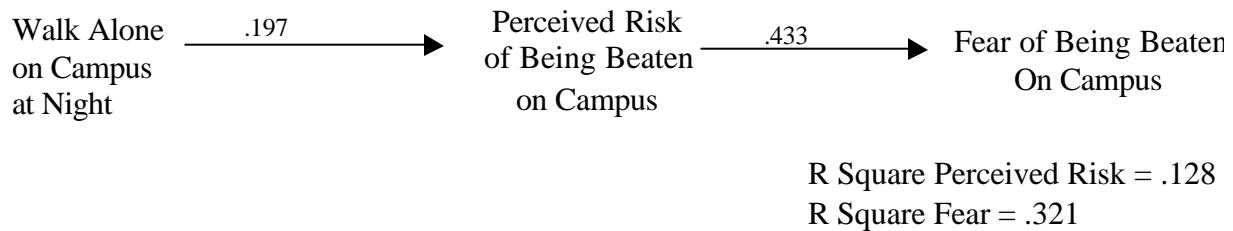
To test my hypotheses, I regressed my predictor variables first against perceived risk for specific crimes. Then I regressed all of my predictor variables, including perceived risk, against fear of being the victim of specific crimes on campus.

Three variables in Model 1 show significant direct effects on females' level of fear of being raped on campus: perceived risk of being raped on campus, number of days a week in class, and perceived seriousness of being raped on campus. In addition, two variables have indirect effects, through perceived risk of being raped on campus. The white variable has a negative effect, indicating that non-whites perceive their risk of being raped on campus as higher than whites. In addition, having prior experience with rape, either as a victim or from knowing a victim, is positively related to perceived risk of being raped on campus.

### Model 1: Statistically Significant Causal Paths to Predicting Fear of Being Raped, Females

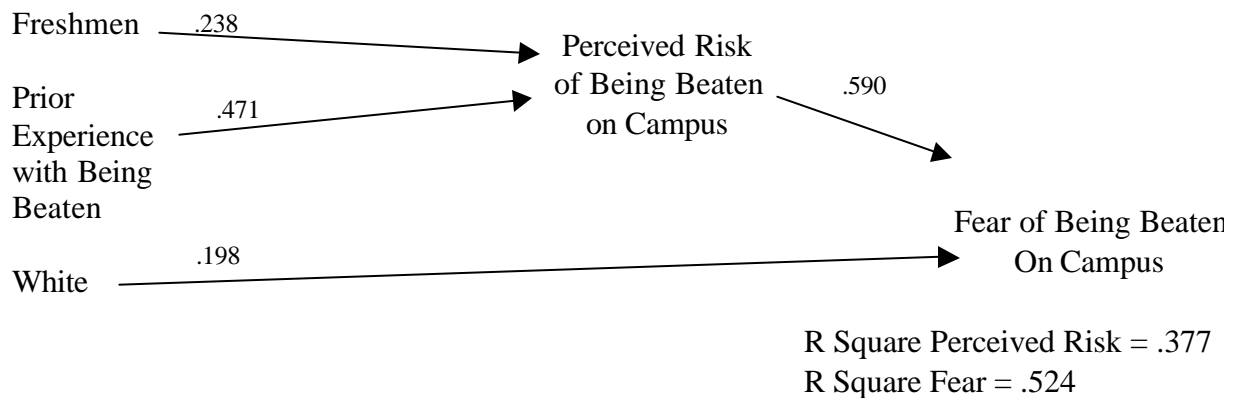


### Model 2A: Statistically Significant Causal Paths to Predicting Fear of Being Beaten, Females



In this model, only two variables are significant in their relationship to fear of being beaten on campus. Walking alone at night has an indirect effect on fear of being beaten on campus, while perceived risk of being beaten is the only variable that has a direct effect on fear.

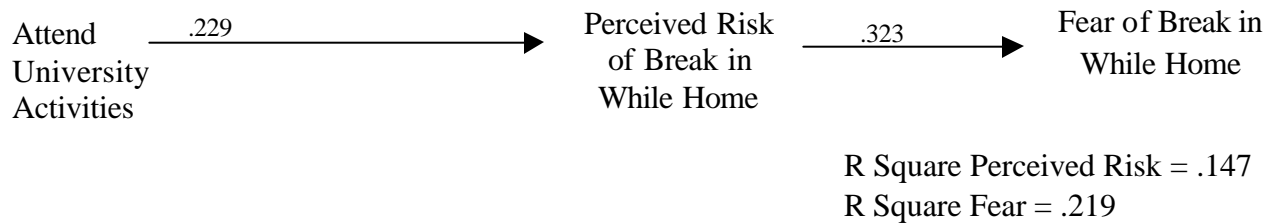
### Model 2B: Statistically Significant Causal Paths to Predicting Fear of Being Beaten, Males



When examining what affects fear of being beaten on campus, more variables are significant for males than females. For males, two variables have a direct effect on fear of being beaten on campus. Being white increases a male's fear of being beaten on campus, as well as his perceived risk of being the victim of an on-campus beating. In addition, two variables have indirect effects on fear of being beaten on campus. According to the model, freshmen are more likely to perceive their risk of being beaten on campus as higher than other classifications, as well as students who have experience with being the victim of a beating.

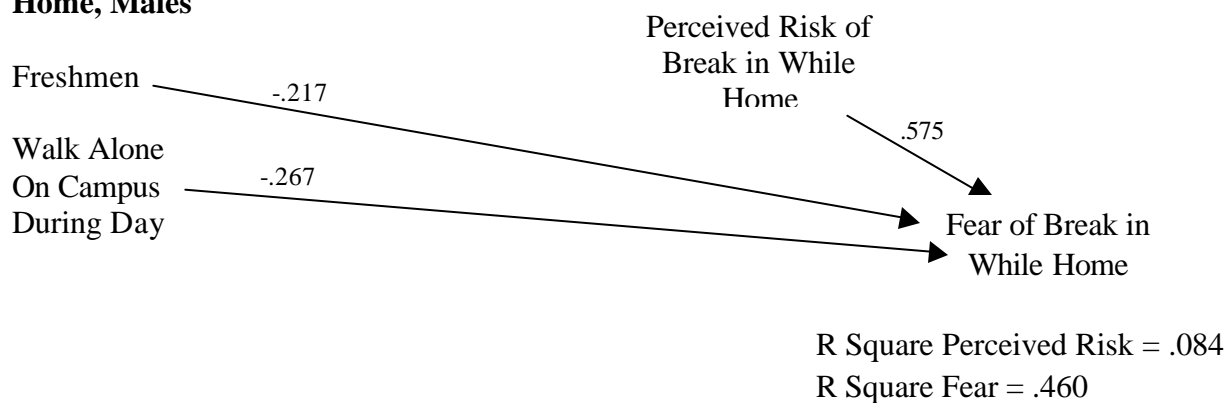


### Model 3A: Statistically Significant Causal Paths to Predicting Fear of Break in While Home, Females



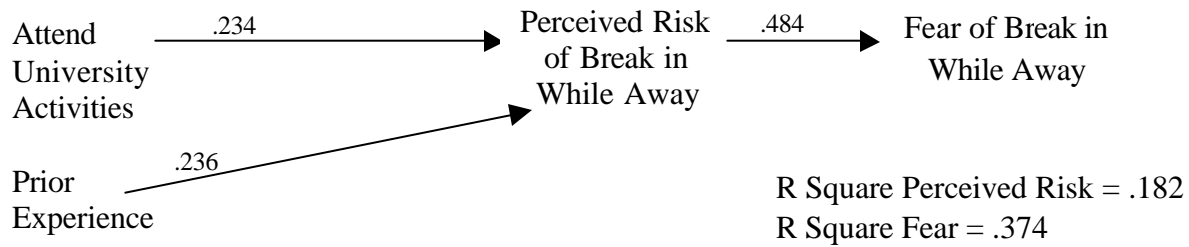
Similar to model 2A, only one variable has a significant indirect effect on fear of someone breaking in while the student is at home, and one variable has a direct effect on fear. If a female student attends university activities, she is more likely to perceive her risk as high of being the victim of a break in while home. In addition, a student's perceived risk is positively related to her fear of being the victim of a break in while she is at home.

### Model 3B: Statistically Significant Causal Paths to Predicting Fear of Break in While Home, Males



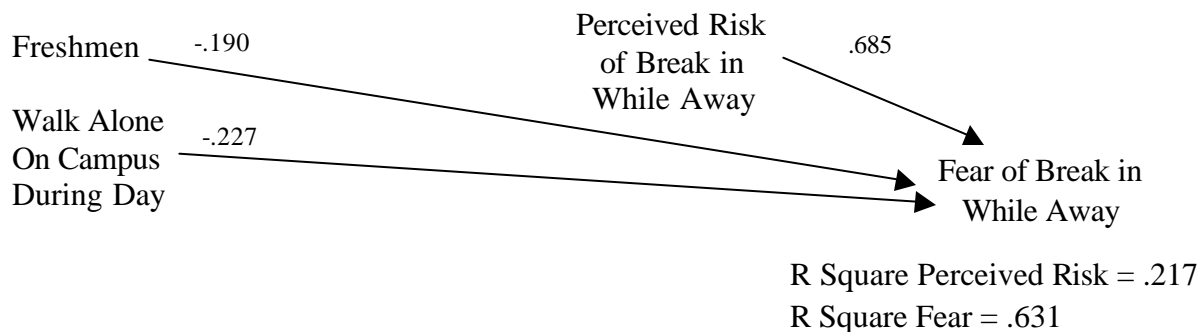
In this model, three variables have a direct effect on males' fear of a break in occurring while they are home. The variable freshmen has a negative effect on fear, indicating that freshmen are least likely to fear being the victim of a break in while they are home, as well as people who walk alone on campus during the day. However, males' perceived risk is positively related to their fear of this crime.

#### Model 4A: Statistically Significant Causal Paths to Predicting Fear of Break in While Away, Females



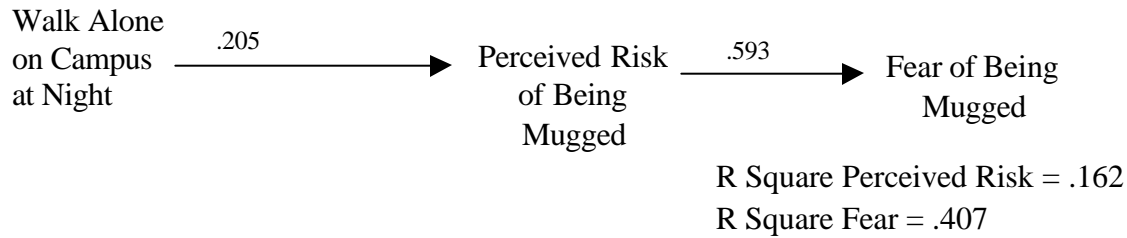
In this model, two variables have indirect effects on females' fear of someone breaking into their homes while they are away. If a student attends university activities, or if she has prior experience with such a break in, she is more likely to perceive her risk as higher than other students. In addition, if a student's perceived risk is high, then her level of fear of a break in while she is away will be high.

#### Model 4B: Statistically Significant Causal Paths to Predicting Fear of Break in While Away, Males



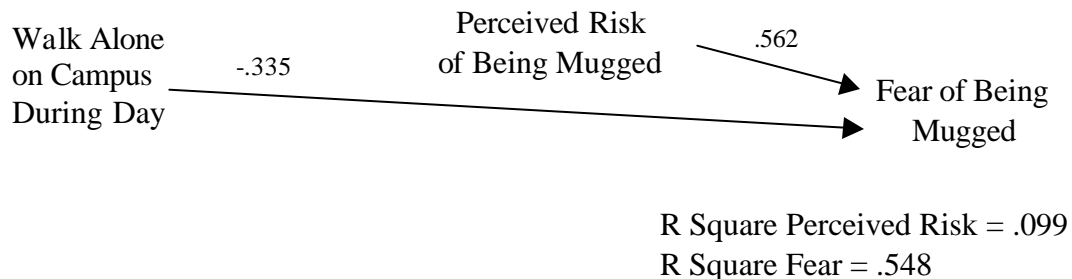
Three variables have a direct effect on males' fear of a break in occurring while they are away: freshmen, walking alone on campus during the day and perceived risk. According to the model, male students who are freshmen or who walk alone on campus during the day are less likely to fear the crime, while students who perceive their risk as high will have a higher level of fear.

### Model 5A: Statistically Significant Causal Paths to Predicting Fear of Being Mugged, Females



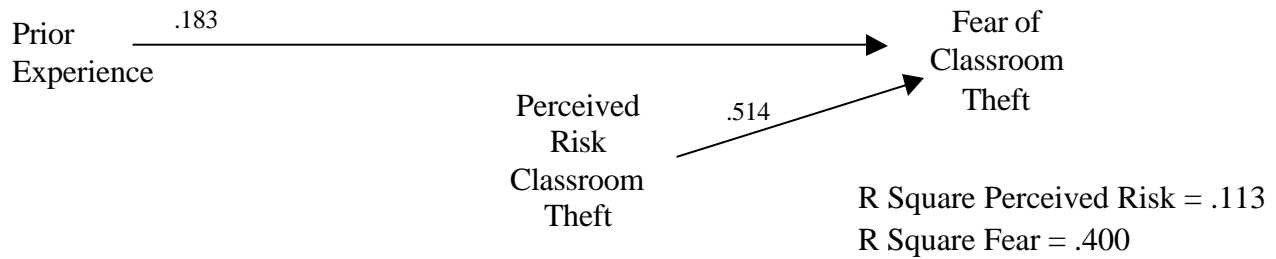
One variable has an indirect effect on female students' fear of being mugged. Walking alone on campus at night is positively related to perceived risk. In addition, students who perceive their risk as high are more likely to be afraid of being mugged on campus.

### Model 5B: Statistically Significant Causal Paths to Predicting Fear of Being Mugged, Males



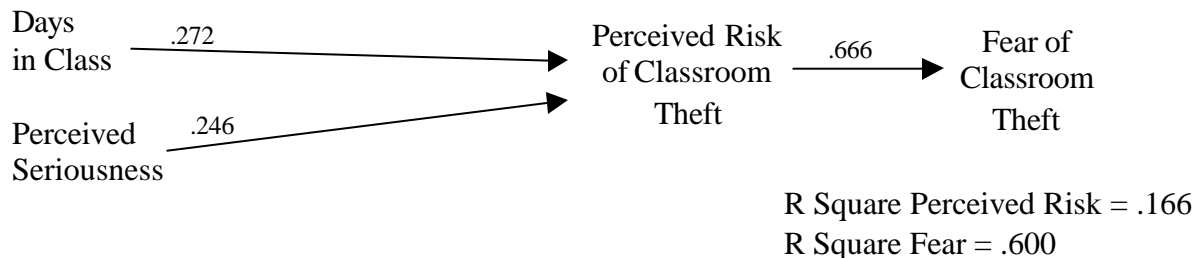
Two variables have direct effects on fear, with walking alone on campus during the day being negatively related and perceived risk being positively related to fear of being mugged on campus.

### Model 6A: Statistically Significant Causal Paths to Predicting Fear of Classroom Theft, Females



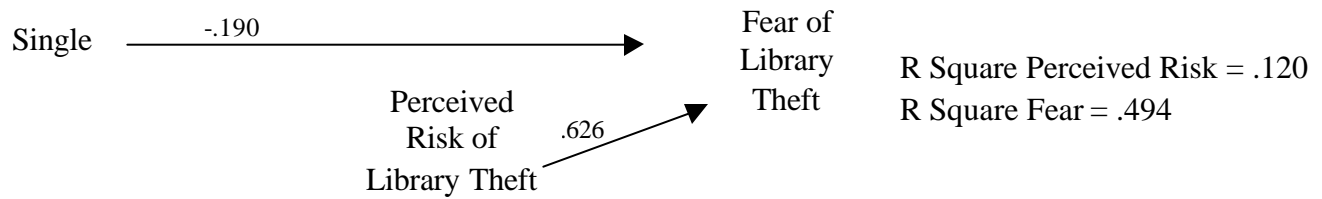
In this model, two variables – prior experience and perceived risk – have direct, positive effects on females’ fear of classroom theft. Female students who have prior experience with having something stolen while in class are more likely to fear classroom theft than those students with no prior experience. In addition, students who perceive their risk of being the victim of classroom theft as high will have a high level of fear of being the victim of the crime.

### Model 6B: Statistically Significant Causal Paths to Predicting Fear of Classroom Theft, Males



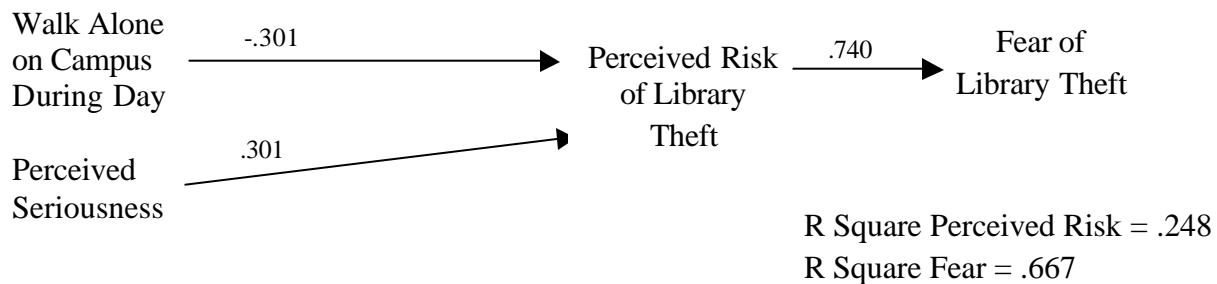
Unlike the model for female students, two variables have an indirect effect on males’ fear of classroom theft. The number of days a week that a males spends in class, as well as how serious he perceives the crime of classroom theft to be, cause him to perceive his risk of having something stolen from class as high. In addition, perceived risk is directly and positively related to fear of classroom theft for males.

### Model 7A: Statistically Significant Causal Paths to Predicting Fear of Library Theft, Females



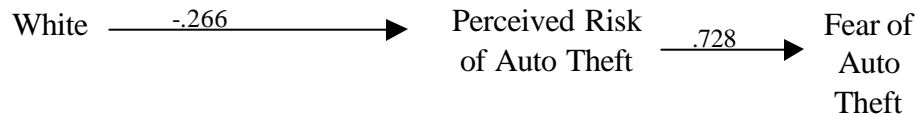
Similar to model 6A, two variables have direct effects on females' fear of library theft, while no variables have indirect effects. According to the model, students who are single are less likely to fear library theft than those who are not single. However, students who have a high level of perceived risk are more likely to have a high level of fear than those who do not perceive their risk as high.

### Model 7B: Statistically Significant Causal Paths to Predicting Fear of Library Theft, Males



In this model, two variables have an indirect effect on fear of library theft. According to the model, males who walk alone on campus during the day are less likely to perceive their risk of being the victim of a library theft as high. However, students who perceive the crime to be serious are more likely to perceive their risk as high. In addition, males who have a high level of perceived risk are more likely to have a high level of fear than those who do not perceive their risk as high.

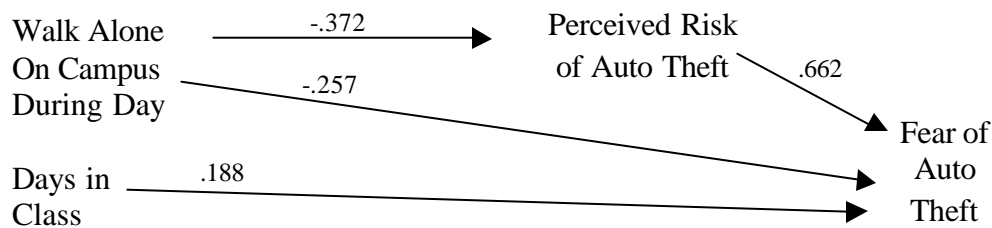
### Model 8A: Statistically Significant Causal Paths to Predicting Fear of Auto Theft, Females



R Square Perceived Risk = .160  
R Square Fear = .571

In this model, only one variable has an indirect effect on females' fear of auto theft. According to the model, white females are less likely to perceive their risk of auto theft as high, compared with non-whites. In addition, high levels of perceived risk cause high levels of fear of auto theft on campus.

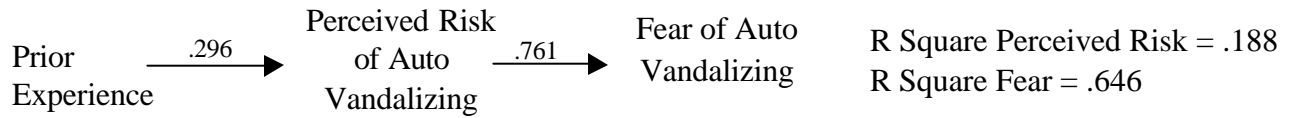
### Model 8B: Statistically Significant Causal Paths to Predicting Fear of Auto Theft, Males



R Square Perceived Risk = .246  
R Square Fear = .693

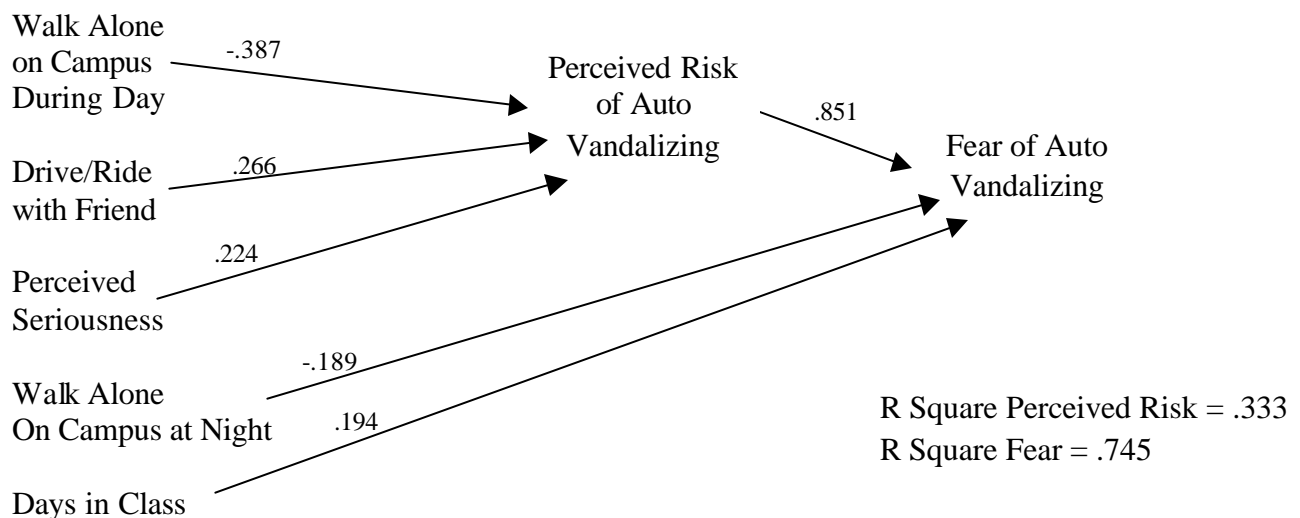
In this model, one variable has an indirect effect on males' fear of auto theft. Walking alone during the day decreases male students' perceived risk that they will be the victims of auto theft. Three variables have direct effects on fear of auto theft on campus. Walking alone during the day decreases males' fear of auto theft, while the number of days that males spend in class increases their fear. In addition, high levels of perceived risk cause high levels of fear of being the victim of an auto theft on campus.

### Model 9A: Statistically Significant Causal Paths to Predicting Fear of Auto Vandalizing, Females



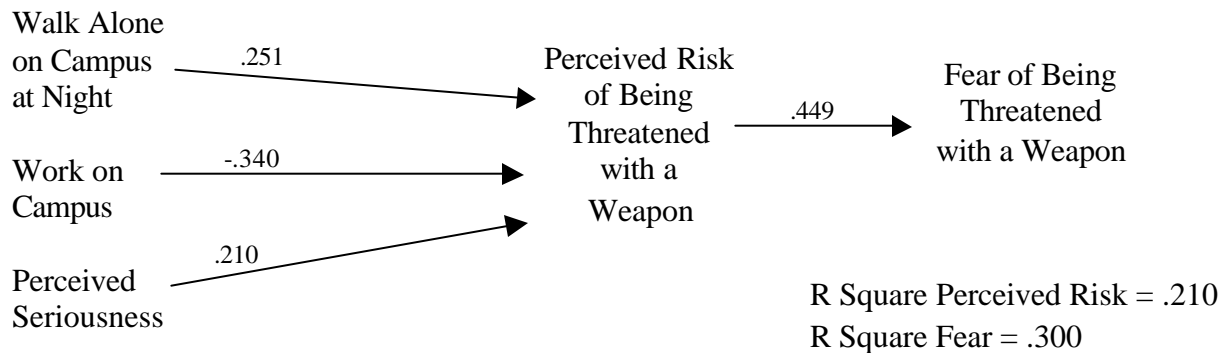
In this model, one variable – prior experience with an auto being vandalized – has a positive, indirect effect on females’ fear that their autos will be vandalized on campus. In addition, female students’ perceived risk that their autos will be vandalized on campus is positively related to their fear that their autos will be vandalized.

### Model 9B: Statistically Significant Causal Paths to Predicting Fear of Auto Vandalizing, Males



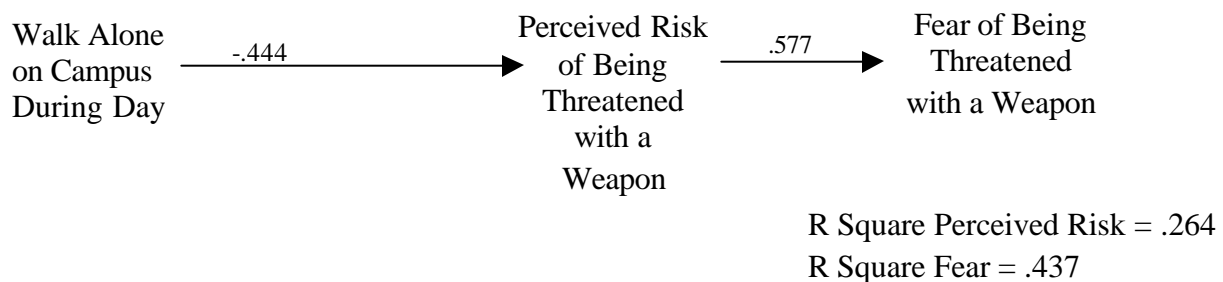
Three variables have indirect effects on males’ fear of their autos being vandalized on campus. Walking alone on campus during the day is negatively related to perceived risk, while driving or riding to campus with a friend and perceived seriousness are positively related to perceived risk. In addition, three variables have direct effects on fear, with walking alone on campus at night being negatively related to fear. Number of days a week in class and perceived risk are positively related to males’ fear that their autos will be vandalized on campus.

### Model 10A: Statistically Significant Causal Paths to Predicting Fear of Being Threatened with a Weapon, Females



According to this model, female students who walk alone on campus at night or perceive being threatened with a weapon as a serious crime are more likely to perceive their risk of being threatened with a weapon as high. However, female students who work on campus do not perceive their risk of being threatened with a weapon on campus as high. In addition, high levels of perceived risk will cause high levels of fear.

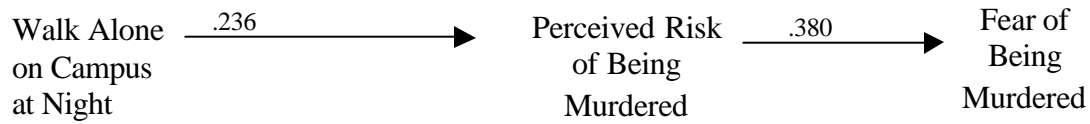
### Model 10B: Statistically Significant Causal Paths to Predicting Fear of Being Threatened with a Weapon, Males



Unlike females, males have only one variable that affects their perceived risk of being threatened with a weapon. Male students who walk alone on campus during the day perceive their risk as lower than those who do not. In addition, males who perceive their risk as high will have a higher level of fear of being threatened with a weapon on campus.



**Model 11A: Statistically Significant Causal Paths to Predicting Fear of Being Murdered, Females**

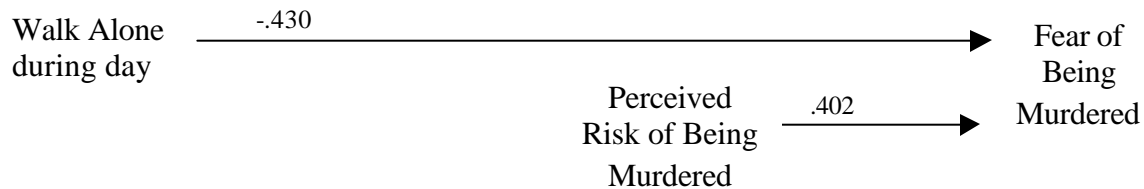


R Square Perceived Risk = .150

R Square Fear = .246

This model shows one variable – walking alone on campus at night – as positively and indirectly related to females’ fear of being murdered on campus. In addition, one variable, perceived risk, is positively and directly related to females’ fear of being murdered on campus.

**Model 11B: Statistically Significant Causal Paths to Predicting Fear of Being Murdered, Males**



R Square Perceived Risk = .146

R Square Fear = .430

In this model, two variables are directly related to males’ fear of being murdered on campus, and no variables are indirectly related to fear. Male students who walk alone during the day are less likely to fear being murdered on campus. However, male students who perceive their risk of being murdered on campus as high are more likely to have a higher level of fear of being murdered on campus.

#### **4.4 Other Results**

Along with the results that pertain to my hypotheses, my study yielded some additional results that are worth mentioning, especially because of their policy implications. The first set of these results pertains to whether respondents checked crime statistics prior to making a decision about which university to attend. Only 22 respondents, or 7.3 percent, said they checked campus crime statistics before deciding to attend LSU. In addition, only 10 respondents, or 3.3 percent, said they checked city crime statistics before deciding to attend LSU. Finally, 283 respondents, or 93.4 percent, said they did not consider crime statistics when deciding which university to attend.

The next set of results that is worth paying attention to is whether respondents avoided on campus places that have poor lighting or a lot of shrubbery. One hundred seventy four respondents, or 57.4 percent, said they avoid areas with poor lighting, compared to 97 respondents, or 32 percent, who said they avoid areas with a lot of shrubbery.

Finally, when asked about whether the terrorist attacks of Sept. 11<sup>th</sup>, 2001 increased their fear of crime on campus, 51 respondents, or 16.8 percent, answered affirmatively.

## CHAPTER 5. DISCUSSION

The most prevailing result that is consistent throughout all of my models is that perceived risk affects fear of crime on campus for every crime that I studied. Perceived risk is significant in every model, and the R square largely increases when perceived risk is added into the models.

I will now review my hypotheses to determine whether my analysis supports or disputes them.

My first hypothesis was that demographic variables will influence students' fear of crime on campus. A few demographic variables were significant in more than one model, indicating that some demographic factors both indirectly, through perceived risk, and directly influence fear of crime on campus. For example, being a freshman was positively related to males' perceived risk of being beaten on campus, but it was negatively related to males' fear of a break in while they were at home. It was also negatively related to males' fear of a break in while away from home. Being white was positively and directly related to fear of being beaten on campus, but it was negatively related to females' perceived risk of auto theft. Being single was only significant in one model, when it was negatively related to females' fear of having something stolen while in the library.

My second hypothesis was that students' routine activities that expose students to greater victimization will influence students' fear of crime on campus. This hypothesis was proven to be true by my study, with many routine activity variables being significant. For example, the number of days a week in class is positively and directly related to females' fear of being raped on campus. Also, walking alone on campus at night is indirectly related to females' fear of being beaten on campus through their perceived risk. In addition, attending university activities is directly and positively related to females' perceived risk of a break in while at home and away.

Overall, walking alone on campus during the day is the routine activities variable that is significant in several models.

My third hypothesis was that students who have been victimized or who know someone who has been victimized will perceive their risk of being victimized as greater than students who have not been victimized or who do not know anyone who has been victimized. Prior experience with crimes was significant in several models, proving this hypothesis to be correct.

My fourth hypothesis was that high levels of perceived seriousness of crimes will influence students' fear of crime on campus through perceived risk of victimization. Perceived seriousness was positively and indirectly related to fear of crime through perceived risk in several models, and positively and directly related to fear of crime in one model.

My final hypothesis was that high levels of perceived risk will be associated with high levels of fear of crime on campus. As I mentioned above, this hypothesis was proven to be true in all of my models, for both females and males, proving that Warr and Stafford's proximate causes can also be applied to a university student population.

## **5.1 Conclusion**

Campus crime is a subject that has been brought to the forefront of people's minds in recent years. As several high profile murder cases have been occurring on campuses, the topic has received widespread publicity (Smith 1989:1). Although an era of student-dissent in the late 1960s and early 1970s brought about an evolution in campus security, a bigger problem of violent crimes occurring on college campuses has been developing (Powell, Nielsen and Pander 1994:7). However, despite the publicity that crimes have received through the years, many students still believe that they are not vulnerable to crime (Carter 1999).

To improve safety on campuses and to make students and parents more aware that violence is a part of campus life, national organizations have lobbied for and been successful at getting federal campus safety laws passed.

With my research, I hope to achieve the following results:

- Universities will be aware of students' level of fear of being victimized, and will address that fear with appropriate safety measures and awareness programs.
- Students will be better informed about how their peers view crime on campus.
- Students will become more aware of key issues surrounding crime on campus, such as that students are the highest perpetrators of campus crimes (McConnell 1997).
- Additional focus will be placed on crime on university campuses so that students will be aware enough to take precautions.
- Campus police can become more aware of the campus community's fear of crime on campus and perceived risk of being victimized (Sloan, et. al 2000). Such awareness would require that university police officers think innovatively toward addressing people's fear (Sloan et al. 2000).
- University administrators will learn to have open communication with faculty and about the many aspects of campus crime. The University of Michigan-Dearborn counts on its students to help fight crime on campus by informing the university population of crimes that occur on campus (Kinczkowski 1996). To communicate with the population, the security department uses the campus e-mail system or sends a memorandum with details about the criminal act.

My study contributes to the literature by exploring fear of crime from the perspective of a unique segment of the population, students. It explores how one segment of the population, especially one that is in a unique environment, differs or is similar to the larger population in its level of fear of crime and what contributes to that fear. The results of my study shows that while demographic variables, routine activities theories, prior experience with victimization and perceived seriousness of crimes all can affect fear of crime, perceived risk is the variable that is constantly significant.

The significance of my research is that it looks at the progression of factors that could lead to students' fear of being victimized on campus. Knowing what factors cause students to be afraid or not afraid of being victimized on campuses can provide universities with ideas about how to address these fears and make students aware that crime on campus is an important issue to be taken seriously.

With the serial killer targeting women who live near the LSU campus, students and non-students have become increasingly more afraid of being victimized. As a result of this fear, university officials, as well as public information officers and others involved with the public safety, have launched a public awareness campaign to help people make decisions that will keep them safer. At the university level, the awareness program ranges from "Stay Safe" bookmarks that list safety tips and emergency numbers to holding rallies on campus.

del Carmen et al. (2000) suggest that in addition to studying how students feel about crime on campus, researchers should examine how safe faculty members feel on campus. I agree wholeheartedly with this point. While fear of crime on campus among students is emerging as a significant area of research, little, if any, research has been done on faculty members' perception of their campus.

In my study, it is clear that perception of risk is a key factor in fear of crime on campus. However, further research could be developed to explain what factors are shaping students' perceived risk of victimization on university campuses.

del Carmen et al. (2000) suggest that a research paradigm is being developed around the topic of fear of crime on campus, and my study will contribute to that paradigm. "It is only by learning the variables that affect the perception of a safe campus that we will begin to reduce the feeling of victimization on campus and thus ensure a safe and healthy working environment for all (del Carmen et al. 2000)." A major step toward understanding what policies and programs to implement in university communities to address crime is to continue to study what causes fear of crime on campus, and to help university officials come up with viable ways to address this fear that makes students aware, without causing alarm.

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## **APPENDIX: THE SURVEY**

## FEAR OF CRIME ON CAMPUS SURVEY

Participation in this survey is **VOLUNTARY**, and information gathered will be completely **ANONYMOUS**. You cannot be identified as a result of filling out this survey, and you can stop at any point. Please do not put any identifying marks on the survey. Your input is appreciated and will be a vital part of this research.

**Please tell us a little about yourself by answering the following questions:**

1. Sex: (Please circle): Male   Female
2. Age: (Please specify) \_\_\_\_\_
3. Race (Please circle): African American   Asian   Hispanic   White  
Other (Please specify) \_\_\_\_\_
4. Are you an international student? (Please circle) Yes   No
5. Marital Status (Please circle): Single   Married   Divorced   Widowed  
Separated   Living with significant other
6. Your Classification (Please circle): Freshman   Sophomore   Junior   Senior  
Graduate Student   Other
7. Your Major (Please specify): \_\_\_\_\_
8. Where do you live? (Please circle) On-Campus in a dormitory  
On-Campus in a Fraternity/sorority house   Off-Campus with a roommate  
Off-Campus with family   Off-Campus Alone   Other (Please specify) \_\_\_\_\_
9. What types of classes did you take last semester? (Please circle) Daytime   Night   Both
10. Did you take any night classes during the last year? (Please circle) Yes   No  
If yes, how many nights a week were you in class? (Please specify) \_\_\_\_\_

11. How many credit hours are you currently taking? (Please specify) \_\_\_\_\_

How many days a week do you attend classes? \_\_\_\_\_

12. How many hours do you normally work in a week (Please circle): 0-9    10-19    20-29

30-39    40    Greater than 40

13. Do you work on campus or off campus? (Please circle): On campus    Off campus    Both

14. Do you work during the day or at night? (Please circle) During the day    At night    Both

15. What is your current GPA? (Please specify) \_\_\_\_\_

16. How do you usually get from one place to another on campus? Walk    Bus

Drive your own vehicle    Ride with friend    Ride a bike

Other (Please specify) \_\_\_\_\_

17. Do you walk alone on campus during the day? (Please circle) Yes    No

18. Do you walk alone at night on campus? (Please circle) Yes    No

If yes, how many nights a week do you walk alone? (Please specify) \_\_\_\_\_

19. How often do you avoid going out alone on campus out of fear of being the victim of a crime? (Please Circle) Never    Sometimes    Always

20. What activities are you involved in on campus? (Please circle all that apply)

Athletics Band Fraternity/Sorority    Theatre    Campus Club/Organization

Other (Please specify) \_\_\_\_\_

21. About how many hours do you spend **per day** at the following on-campus places:

Classes (Please specify) \_\_\_\_\_

The Student Union (Please circle) 0 1 2 3 4 More than 4

The Library (Please circle) 0 1 2 3 4 More than 4

Fraternity/Sorority Houses (Please circle) 0 1 2 3 4 More than 4

On-Campus Office (Please circle) 0 1 2 3 4 More than 4

22. Do you attend (Circle all that apply):

Athletic Events      Department Meetings      LSU Theatre  
Talks by Guest Speakers      On-Campus Concerts

23. Do you attend them during the day or at night (Please circle) During the day    At night  
Both

24. Have you ever been the victim of the following crimes?

A. Being raped/sexually assaulted/attempted rape (Please circle) Yes      No

B. Being beaten up (Please circle) Yes      No

C. Having someone break into your dorm or apartment while you are there (Please circle)  
Yes    No

D. Having someone break into your dorm or apartment while you are gone (Please circle)  
Yes    No

E. Having something taken from you by force/mugged (Please circle) Yes    No

F. Having something stolen from you while in class (Please circle) Yes    No

G. Having something stolen from you while in the library (Please circle) Yes    No

H. Having your car stolen while on campus (Please circle) Yes    No

I. Having your car vandalized while on campus (Please circle) Yes    No

J. Being threatened with a knife, club or gun (Please circle) Yes    No

K. Other (Please specify) \_\_\_\_\_

25. If you have been the victim of any of the above crimes, did any of the crime(s) occur on campus? (Please circle) Yes No

26. If any of the crime(s) listed in question 24 occurred on campus, please specify where:

\_\_\_\_\_

27. If the crime(s) listed in question 24 occurred off campus, how far from campus did it occur?

(Please circle) 1 mile or less                      more than a mile                      not in Baton Rouge

28. If you were the victim of any of the crimes listed in question 24, were you a student at the

time?(Please circle) Yes                      No

29. When did the crime(s) occur? (Please circle) Within the last 6 months

Within the last year    Within the last 2 years                      Within the last 5 years

Longer than 5 years ago

30. Have you known someone who has been the victim of the following crimes?

A. Being raped/sexually assaulted/attempted rape (Please circle) Yes                      No

B. Being beaten up (Please circle) Yes                      No

C. Having someone break into your dorm or apartment while you are there (Please circle)

Yes    No

D. Having someone break into your dorm or apartment while you are gone (Please circle)

Yes    No

E. Having something taken from you by force/mugged (Please circle) Yes                      No

F. Having something stolen from you while in class (Please circle) Yes                      No

G. Having something stolen from you while in the library (Please circle) Yes                      No

H. Having your car stolen while on campus (Please circle) Yes                      No

I. Having your car vandalized while on campus (Please circle) Yes                      No

J. Being threatened with a knife, club or gun (Please circle) Yes                      No

K. Other (Please specify) \_\_\_\_\_

31. If yes, what was your relationship with that person? (Please circle)

Acquaintance   Friend   Immediate   Family   Distant Relative

32. If you have known someone who was the victim of any of the crimes listed in question 30,

did any of the crime(s) occur on campus? (Please circle) Yes      No

33. If the any of the crime(s) listed in question 30 occurred on campus, please specify where:

\_\_\_\_\_

34. How often do you read a daily newspaper? (Please circle)      Daily   Almost   Daily

Three times a week   Twice a week   Occasionally   Almost Never   Never

35. How often do you watch the news on television? (Please circle) More than once a day

Once a day   Three times a week   Twice a week   Occasionally   Almost Never

Never

**Please answer the following questions by giving a ranking of 1 to 10, with 10 being the strongest answer.**

36. Please indicate on scale of 1 to 10 **how afraid** you are of being a victim of crime **on campus during the day** (Please circle)

Not afraid at all 1   2   3   4   5   6   7   8   9   10 Very Afraid

37. Please indicate on scale of 1 to 10 **how afraid** you are of being a victim of crime **on campus at night** (Please circle)

Not afraid at all 1   2   3   4   5   6   7   8   9   10 Very Afraid

38. Please indicate on a scale of 1 to 10 **how afraid** you are of being a victim of the following crimes **on campus** :

A. Being raped/sexually assaulted (Please circle)

Not afraid at all 1   2   3   4   5   6   7   8   9   10 Very Afraid

B. Being beaten up (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

C. Having someone break into your dorm or apartment while you are there (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

D. Having someone break into your dorm or apartment while you are gone (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

E. Having something taken from you by force/mugged (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

F. Having something stolen from you while in class (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

G. Having something stolen from you while in the library (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

H. Having your car stolen while on campus (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

I. Having your car vandalized while on campus (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

J. Being threatened with a knife, club or gun (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

K. Being murdered (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

39. Please indicate on a scale of 1 to 10 **how likely** it is, in your opinion, that you will be a victim of the following crimes **on campus**:

A. Being raped/sexually assaulted (Please circle)



Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

B. Being beaten up (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

C. Having someone break into your dorm or apartment while you are there (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

D. Having someone break into your dorm or apartment while you are gone (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

E. Having something taken from you by force/mugged (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

F. Having something stolen from you while in class (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

G. Having something stolen from you while in the library (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

H. Having your car stolen while on campus (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

I. Having your car vandalized while on campus (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

J. Being threatened with a knife, club or gun (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

K. Being murdered (Please circle)

Not likely 1 2 3 4 5 6 7 8 9 10 Very likely

40. In your opinion, on a scale of 1 to 10, how **serious** would it be to be a victim of the following crimes **on campus**?

A. Being raped/sexually assaulted (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

B. Being beaten up (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

C. Having someone break into your dorm or apartment while you are there (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

D. Having someone break into your dorm or apartment while you are gone (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

E. Having something taken from you by force/mugged (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

F. Having something stolen from you while in class (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

G. Having something stolen from you while in the library (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

H. Having your car stolen while on campus (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

I. Having your car vandalized while on campus (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

J. Being threatened with a knife, club or gun (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

K. Being murdered (Please circle)

Not serious at all 1 2 3 4 5 6 7 8 9 10 Very serious

41. Please indicate on a scale of 1 to 10 how afraid you are of being out alone **on campus**

**during the day.** (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

42. Please indicate on a scale of 1 to 10 how afraid you are of going out alone **on campus at night.** (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

43. Please indicate on a scale of 1 to 10 how afraid you are of walking from the library to the parking lot at night. (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

44. Please indicate on a scale of 1 to 10 how afraid you are of walking from your classroom to the parking lot alone at night. (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

45. Please indicate on a scale of 1 to 10 how afraid you are of studying at the library alone at night. (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

46. Please indicate on a scale of 1 to 10 how afraid you are of being victimized **off campus during the day.** (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

47. Please indicate on a scale of 1 to 10 how afraid you are of being victimized **off campus at night.** (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

48. Please indicate on a scale of 1 to 10 whether you are afraid of being the victim of a hate crime, a crime committed against you because of your race, ethnicity or sexual orientation? (Please circle)

Not afraid at all 1 2 3 4 5 6 7 8 9 10 Very Afraid

49. Please indicate on a scale of 1 to 10 how media reports affect your fear of crime on campus.

(Please circle)

Not at all 1 2 3 4 5 6 7 8 9 10 Very Much

50. Did you check campus crime statistics before deciding to attend LSU? (Please circle)

Yes No

51. Did you check city crime statistics before deciding to attend LSU? (Please circle)

Yes No

52. Was crime statistics a consideration when you were deciding which university to attend?

(Please circle) Yes No

53. What kind of self protection devices do you carry on your person while on campus?

(Please circle) None Gun Knife Mace Pepper Spray Club

Other (Please specify) \_\_\_\_\_

54. Do you have a car on campus? (Please circle) Yes No

If yes, what kind of self protection devices do you carry in your car? (Please circle)

None Gun Knife Mace Pepper Spray Club Other (Please specify) \_\_\_\_\_

55. How often do you go out **off campus** at night? (Please circle)

Never Once a Week Twice a Week Almost Nightly Every Night

56. How often do you avoid going out alone **off campus** out of fear of being the victim of a

crime? (Please circle) Never Sometimes Always

57. Do you avoid areas on campus that have poor lighting? (Please circle) Yes No

If yes, which areas of campus do you avoid? (Please specify) \_\_\_\_\_

58. Do you avoid areas on campus that have a lot of shrubbery? (Please circle) Yes No

If yes, which areas of campus do you avoid? (Please specify) \_\_\_\_\_

59. Have the terrorist attacks of Sept. 11 and the events that have followed made you more afraid

of being a victim of crime on campus? (Please circle) Yes No

If yes, please indicate on a scale of 1 to 10 how much it has increased your fear.

(Please circle) Not much 1 2 3 4 5 6 7 8 9 10 Very Much

## **VITA**

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Cheryl has been studying crime on campus for many years and has written various articles on the subject for various publications.